

New York School Journal.

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—BY—
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New York, January 3, 1880.

Our Thanks.

We beg to tender our hearty thanks to all who have aided the progress of the JOURNAL during the past year: to SUBSCRIBERS from all quarters of our broad land, to ADVERTISERS with whom the paper has always been a marked favorite, to CONTRIBUTORS whose writings have rendered the paper invaluable to the practical teacher, and educational public; to CORRESPONDENTS whose comments on the progress of events have shown the current of public opinion. There are thousands of others, who, in ways unperceived by us and known only to themselves have furthered the work of the JOURNAL. They have spoken of its usefulness to fellow-teachers; they have written concerning it to friends at a distance; all this has been of service to this paper it has helped on education also, and to them we tender thanks.

We beg to ask in the work in advance, greater as light is projected upon it, the co-operation of who have aided us in the past; not only of them but of all who wish well to their race. To sustain our work is to benefit thousands of teachers busy with their momentous tasks in thousands of schools; it is to benefit thousands of thousands of pupils. The harvest is great; laborers are needed; and will be received with a hearty grip of the hand.

Editorial Correspondence.

BOSTON, MASS. Dec. 30-31, 1879.

The Massachusetts Teachers' Association met Monday evening in the Girls' Normal High School on West Newton street. On Tuesday morning the work began with a paper by Supt. A. P. Marble on "The Public Schools and their Critics." He traced the early history of schools in Worcester, showing the curious fact for the opponents of High Schools to speculate upon, that High Schools were in existence before the Primary School and no objection whatever was made to them; he summoned types of the various opponents of the schools—the clergyman who wanted the catechism taught, the politician who referred to the cost; the universal meddler who was sure there was something wrong, the business man who wanted the boys to come out knowing as much as he, the Catholic who wanted to have his religion taught &c—all were vivaciously portrayed. Quotations were given from the inaugurals of Mayors and Governors (one member of a State Board of Education asks: "Who is William T. Harris?") and caustically criticised. Some wanted High Schools abolished because only one in ten graduated, giving no credit for the instruction bestowed on the rest. He said the "Quincy Method" would hereafter be classed with "Hop Bitters." He sharply criticised Mr.

Charles Francis Adams Jr.'s statement; that most of Mr. Adams' discoveries had been made long before and the methods he lauds were practiced in the city schools of Mass., and of the West.

This brought Col. Parker of Quincy to his feet. He declared that Quincy had "claimed" nothing; she merely said "this is our plan,"—when there is a chorus on all sides "who have been teaching after this method all the time." He thought in addition to the various types brought out, the self-satisfied man should have approved—the one who thought the schools were all right. "All departures from the usual methods are assailed. Why this Association was organized to oppose the reformation that Horace Mann was pushing forward. Now it almost worships him." This was like a bomb-shell and showed that Col. Parker did not intend silently to submit to the slurs that were cast on Quincy. The applause at all the criticisms on Quincy (presumably by the feet of Boston pedagogues) showed the intense jealousy that had arisen at "the Hub," because a suburb was receiving such great educational honors. It could not permit the inference that any better teaching could be done than is done in Boston.

Matters subsided and Col. Homer B. Sprague principal of the Girls' High and Normal School, lately principal of the Adelphi Academy in Brooklyn, read a paper to show that the demands on the citizen in the republic were so great that the school should fit the child for citizenship. He cited authorities for his position; the important knowledge was not concerning the binomial theorem or polygons or polywogs, but the duty they owed the state as citizens. The matter was debated by Mr. Sargent of Lynn and ex-Supt. Philbrick of Boston; the latter said, that instead of diminishing the studies they should be increased. Mr. Thompson of Newburyport, said the duty the youth owed to his government should certainly be taught.

Mr. Joshua Bates asked if it was a fact that the Association was found to head off Horace Mann in his efforts to revive the schools. Mr. Philbrick admitted that it was partially true, but mostly false. Col. Parker said it was susceptible of proof. Mr. Harding said it was false. Mr. Philbrick said Horace Mann had great faults—he tried to crush those who opposed him. Col. Parker said that the trouble was that there is an element among the teachers that resists all improvement. Horace Mann attempted to enlighten the teachers as to methods of teaching reading—the A. B. C., method was then in use. The Boston teachers opposed it—but all have long since come over to his side. There is need of still further progress, but the same opposition is made as in Mr. Mann's days.

Mr. D. B. Hagar, of Salem, presented the claims of the Spelling Reform. He said, the young ladies who applied for admission to the Salem normal school, although fairly educated could only get 80% in spelling—that is they missed one word in five. The language is very difficult and steps should be taken to make it agree with the sound. In the afternoon Miss Jennie H. Stickney addressed the Primary Section on "How to Teach Language." Children suffer from poverty or exuberance of language. After exemplifying each, she took up the method of teaching generous. (1) Use the word, (2) Let the class give sentences containing it, (3) Let them illustrate it by a story etc. Must not be too accurate—that will be attended to in the higher classes. Had found a teacher teaching a class to say, "In this picture I will see the picture of a boy." As a reason she said it was not a real boy, and she was trying to be accurate! Ever try to stir up thought.

Prof. Greene said, the principal thing was to awaken thought. He illustrated it finely by showing the method of the mother, she shows the doll and uses the name over and over. So that, (1) the child learns to interpret the language he hears, (2) it produces language itself. This is the method the teacher must use.

Mr. H. E. Holte one of the directors of music gave a very interesting exhibition of his method of teaching music, he gave a sound and the class gave the letter whether sharp or flat; then he gave the letter and they gave the sound. It was in many respects a very remarkable performance.

Supt. Harrington gave the results of his experiment in the New Bedford Public Schools, begun 12 years ago. The text-books were laid aside, no marking of pupils, and the teachers were left free to teach; pupils were not advanced on percentage etc. But laying aside text-books proved a failure, (applause, but why applause the writer cannot explain). It was found necessary to have the pupils copy from the black-board into books in order to secure accuracy. Accurate scholarship is more needed now than ever and our schools must supply the need. Like a pretty good egg, pretty good scholarship is of little account. Then they had tried object lessons, but had laid Sheldon's & Calkins' books aside—had found them unsound guides, (1) because the right kind of teachers could not be found, (2) because it was unphilosophical. Lessons on colors and form had been found useful. The lessons on objects in the Grammar schools had also proved of no value. The paper though long was listened to with great attention, for the subject of object teaching is being very much discussed in and around Boston. Mr. Tweed presented some objections to some of the conclusions. It was not thought that Mr. Harrington had made a very strong case.

On Tuesday evening, an address was delivered by President Elliot, on the Teacher's "Tenure of Office." This subject is becoming of prime importance to the Boston teachers who are now elected each year. On Wednesday morning, William F. Bradbury was re-elected President for the ensuing year; having shown himself to be a fine presiding officer, he deserved the honor. Hon. J. W. Dickinson, State Supt., read a paper showing the need of local supervision, which was briefly discussed. Supt. Stone of Springfield, read a very valuable paper on "Course of Study for city and country schools."

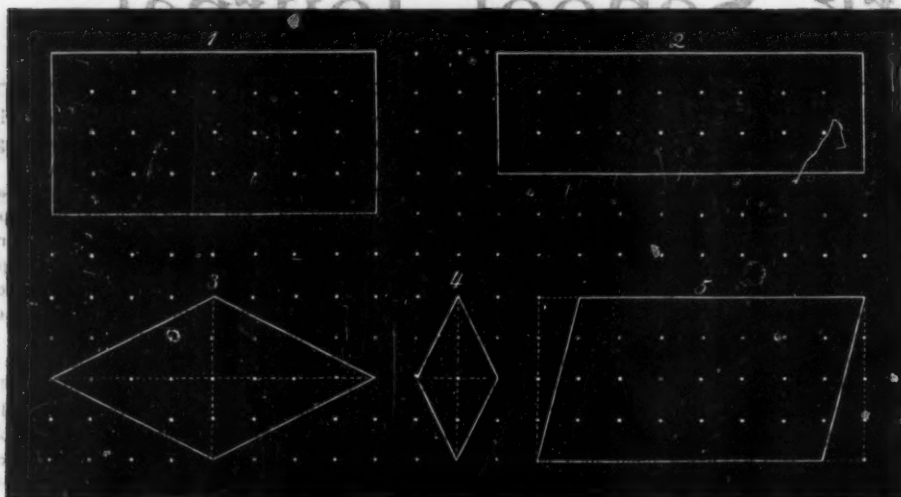
The High School section was addressed on Tuesday by Dr. Wm. A. Brownell, of the Syracuse High School, on "Methods of studying Geology." It was listened to with the deepest interest. Mr. Brownell simply proposed the method of nature instead of the book method; to follow Agassiz and not the routine pedagogue. He was plied with questions, showing that the Bay State Teachers feel they have to learn many things yet.

The charge that the Association was formed by the Boston teachers to withstand Horace Mann, has been often reiterated. Mr. Mann was certainly opposed to the educational methods he found employed, and so expressed himself; this brought on the celebrated contest with "31 Boston teachers," and they retired defeated. The next year the Mass. Teacher's Association was formed, having a proviso that any "practical teacher may be a member;" shutting out Mr. Mann. Next the Mass. Teacher was started, although Mr. Mann was publishing the *Common School Journal*; other events in the memory of living teachers could be added, which would show that the charge is founded in a good deal of truth. The teachers have advanced beyond Mr. Mann's ground, but doubt if there is anything more to learn.

The Mass. Teacher's Association is composed of men fully equal to those who attend the New York Association. One thing is apparent, they seem to turn out better. In N. Y. State are men and women who are drawing good salaries, who have never attended a meeting and probably never will. The discussions did not amount to a great deal; the first man that got on his feet generally coincided with the excellent views, &c. The conservatives were out in full force with Supt. Philbrick at their head. By this is meant the Boston teachers generally, who are sore over the prominence attained by "Quincy." Every criticism on Quincy was smilingly applauded. For the present, Quincy is the educational capital of Mass.; visitors are pouring in; teachers of the Quincy are being asked for. Yonkers has sent for one, and so has Lansingburgh, and they are talking of putting Col. Parker in charge of the Boston Primary Schools. This does not look as though the progressives were losing ground; the movement started by Supt. Samuel Eliot is likely to go on. The leading spirits are apparently Supts. Stone, Parker, Philbrick, Harrington & Marble, Prof. Boyden, Dunton, & Hagar. Quite a curious thing was the absence of the publishing interest, no free samples of books were present to divide attention.

A. M. K.

No. 7. WHITE'S INDUSTRIAL DRAWING CARDS. Card D.



1. Oblong proportioned as 1 to 2.
2. Oblong proportioned as 1 to 3.

3, 4. Rhombs.
5. Rhomboid.

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Patent applied for.

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

Hints upon the Teaching of Drawing.

By H. P. SMITH.

"All ornament should be based on a geometrical construction."—OWEN JONES.

It is of great importance that the pupils learn the geometrical plain figures, and have practice in drawing them of different proportions, as they are the basis of all ornament, also the basis for the drawing of objects. When the pupils can draw well the different geometrical plain figures, it is then a very simple matter for them to make outline-drawings of familiar objects.

In the cuts Card D, Nos. 7 and 8, exercises are given as they should be presented to the class; first a few plain figures, second, practical application.

HOW SHALL WE TEACH THESE EXAMPLES?

The whole class should work together, drawing the same figure at the same time. In teaching exercise 1, on cut No. 7, (the oblong proportioned as 1 to 2), let the teacher locate points for the ends of the upper side, the pupils all promptly do the same on their slates, then the teacher draws the line, the class following the direction of each line of the figure in the following order: Top left side, right side, base side, being careful to divide the upper side in the middle, and make the short sides equal to one half the long sides. The same method should be followed whenever a new figure is presented to the class, this is the dictation of each line of the figure, with the black board illustration, the class following promptly. It is well also to dictate a figure occasionally without the black board illustration. Figures 1 and 2 can each be drawn twice in one lesson of twenty minutes.

For the second lesson teach Figures 3 and 4 (the

rhombs) in the same order as in preceding lesson.

For the third lesson, let each pupil have the card, and draw from the printed copy, the first four figures already learned in the previous lessons.

Fourth lesson. Teach Figure 5, (the rhomboid) from black-board as in preceding lesson, also have the class draw from memory the four figures on this card previously learned.

Fifth lesson. Teach Figures 1 and 2, cut No. 8. First have the class draw two oblongs proportioned as 1 to 2, and show them by drawing on the board the first figure, (the Lunch box) how easily they may make outline-drawings of objects, by using a plain figure as a guide in getting the correct proportion. Figures 1 and 2 may be drawn from the black-board copy, once each, and then allow the class to repeat the drawing on their slates, while the teacher looks about the class and gives individual assistance where most needed, encouraging those who are not as apt as others.

Sixth lesson. Let the class have the cards and draw from the copy, Figures 1, 2 and 3. After this lesson, let each pupil make a drawing of some object at home which may be drawn by using the oblong as the basis. In this way the drawing lessons will be made interesting, and the pupils will become more observing. The remaining three figures of this cut (4, 5 and 6), should have each, a full lesson and be drawn the second time from the printed copy. Every new figure should first be taught from dictation, illustrated on the black-board, that the pupils may learn the correct order of drawing the lines of a figure, and when they have learned it from rapidly drawing the figure from dictation, let them draw the same figure from the printed copy before them, without dictation. By the use of a copy in the hands of the

pupil, they have a correct pattern, with which they may compare their own work. "Dictation lessons train the understanding. Drawing from copy trains the eye."

The Public Primary Schools of New York City, Brooklyn and Jersey City, during the past year have found the introduction of *guide points*, a very valuable aid to those beginning to draw. By the use of slates and drawing books, having dots arranged one-half inch apart, over one-half the surface, the other half plain, better results have been secured. The pupils are required to draw the figures first on the diagram of dots, then to repeat the drawing of the same figure on the plain surface below. By this method the eye is trained to judge of distance and accurate proportion, the pupils work more rapidly and well, and are encouraged in that part of the work, where pupils are apt, because of mistakes at first, to become discouraged and fail.

A Principal of a large public school in New York City, writes as follows:

"Regarding the use of dotted slates and drawing books in this school, let me say, while for years we have given marked attention to drawing; we never before have had the results we are having to-day; such uniform work on the part of the individual pupils of every grade, such rapidity of execution, and this in connection with exactness."

Keeping Children after School.

There is one common practice of the public schools which ought to be abolished at once and everywhere without question or parley. That is the practice of imprisoning the children in the school-houses beyond the school hours. Pretty nearly every school-house in the land is thus turned into a penitentiary, in which children are immured every day, some of them for imperfect recitations, others for faults of deportment. This method of punishment might, if the teachers were all judicious, be resorted to occasionally with good effect; but teachers are not all judicious, and thousands of children are thus detained every day, to whom the detention is a serious injury, and a grave injustice. For some trifling breach of order, like turning in the seat or dropping a pencil, for some small failure in a recitation, and often for no fault at all—whole classes being kept on account of the indolence of some of their members and the innocent thus suffering with the guilty—the children are shut up in the school-houses, sometimes during the intermissions, often after the close of school. Thousands of children in delicate health, to whom the regular school hours are too long, are permanently injured by this system of confinement. If only the stupid and the willful and those in sturdy health were thus punished, there would be less reason of complaint; but any careful investigation will show that such discrimination is not generally made, and, from the nature of the system, cannot well be made; and that the injury to the health of pupils resulting from the practice more than outweighs any good that may result from it. The health of the pupil is a subject to which the average school teacher gives but little consideration; any practice, therefore, which is liable to result in the impairment of the pupil's health ought to be forbidden by law.

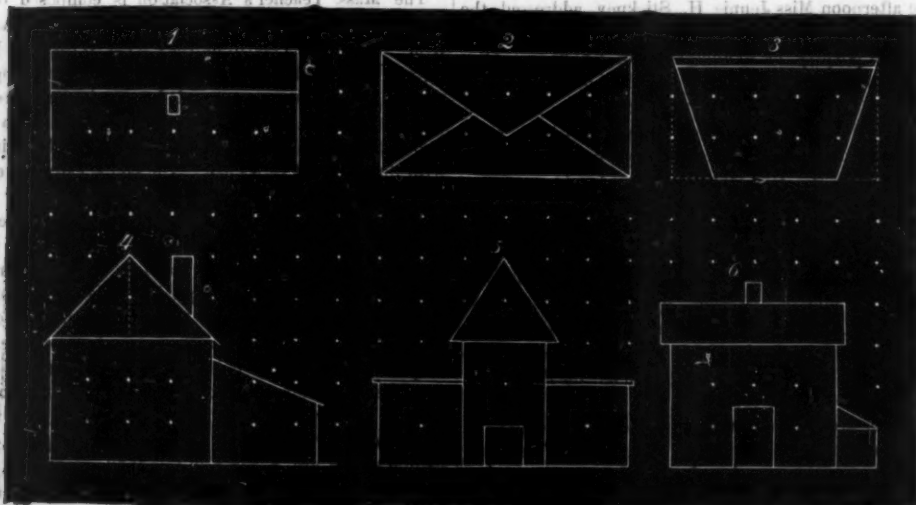
This plea is based upon an observation of the working of this system in several towns and cities and upon the concurrent testimony of many medical men. In some places the rules of the governing boards forbid the imprisonment of children, but the rules are generally set at naught by teachers. They ought to be enforced. It must be that there are methods of discipline for schools less injurious and more effectual than imprisonment.—*Good Company*.

EDUCATIONAL MISCELLANY.

Technical Education the Supplement of Free Trade and Protection.

Under a system of protection, Technical Education should be vigorously carried out as a national system, because its effect must be to contract the period during which the nation at large need be taxed for the benefit of the inferior manufactures. In this point of view the national recognition and development of technical education are essential to progress. No doubt the action of the United States Congress in appropriating lands for this purpose gives the national recognition, but the development has not yet attained the proportions of a national want. It is with nations as with individuals, that a more complete life is dependent on a co ordination of actions re-

No. 8. WHITE'S INDUSTRIAL DRAWING CARDS. Card D.



1. Lunch Box.
2. Envelope.

3. Tin Dish.
4. House, End View.

5. Tower and Wall.
6. House, Front View.

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Patent applied for.

sulting from a higher application of skill and intelligence in all affairs. England, rejoicing in the outburst of prosperity which followed her free trade policy, was too careless in observing how carefully the protected States around her increased the intelligence of their operatives by an education suited to their daily occupation. While England had no system of national education until 1870,—having previously depended upon the denominational zeal of churches for founding primary schools,—Germany, France, and Holland were developing schemes of nation education both primary and secondary subjects: the increasing intelligence of their populations soon led to vast improvements in their manufacturing industries. It began gradually to dawn upon the mind of England that free trade, with its trumpet-tongued defiance of all other nations, demanded a continued elevation of the intellectual condition of the laboring classes. The last ten years have shown that this growing conviction is ripening into action, which already has produced a distinct amelioration in the social and political condition of the English people, and is likely before long to lead to results of much importance. Like every thing in England, the new educational movement is as much from the people as from the Government. The latter has been active in promoting art schools, and stimulating the teaching of science, while the large towns are founding colleges and technical schools all over the country. The Government, after the Great Exhibition of 1851, founded schools of art in the chief towns, and established the great Central Museum of Art at South Kensington. The result, in less than a generation, has been to transform the most hideous manufactures into objects of artistic beauty.

So in regard to the schools of science,—the general diffusion of scientific knowledge has been deemed necessary as the first condition to the creation of higher institutions for scientific and technical training. But the general demand now arising for superior education is creating its natural supply. There is scarcely a large town in England that is not engaged at the present moment in establishing scientific colleges of a higher character. Manchester has proceeded so far that its Owens College has become a Northern University. Leeds and Newcastle have built and equipped efficient colleges of science. Birmingham, though private munificence, has in course of erection an important college of science. Bristol, partly through the aid of Balliol College in Oxford, has already organized its institution. Sheffield and Nottingham are taking steps in the same direction. The great city guilds of London have formed a scheme for promoting technical schools throughout London, and for creating a technical college in the neighborhood of the museum at South Kensington, adjoining the Government College of Science, which has for its main object the teaching of science to the most meritorious schoolmasters drafted from the provinces. In Scotland, the demand for increased science-teaching has manifested itself in an active development of the universities, which in that country are true colleges for the people. Edinburgh and Glasgow have rebuilt their universities at great cost, and equipped them with the most complete laboratories for teaching practical science and promoting scientific research. Edinburgh has also lately built, and is now greatly to enlarge, a popular college for the education of the working classes who now sends to it about two thousands pupils,—a number nearly equal to the students of the University itself. Glasgow is developing its "Andersonian University" and Mechanics Institution for a like purpose of popular instruction. Ireland has been upheaved in this modern educational movement. But its upheavals produce movements so unlike those of other parts of the kingdom that it is difficult to predicate the results. Ireland cried for home-government in the matter of primary education for forty years, with additional advantage of paying for it out of the imperial purse. The result is that half of its population cannot yet both read and write, although in Irish statistics the "literate" are more numerous who can "read or write." Higher education, with such an ignorant population, can only have a partial effect on the nation. The three Queen's Colleges of Cork, Belfast, and Galway are admirable institutions, but they are arrested in development by fierce political attacks. A new University Act, which became law during the last session, and an Act of the previous session for the support of secondary education in Ireland, show that the Legislature grudges neither money nor goodwill to promote higher education in Ireland. It will thus be seen

that the whole of the United Kingdom is now alive to the necessity of developing the higher intelligence of its population, in order to enable it to meet the increasing competition of the world.

The need for technical instruction depends upon the fact that ordinary educational systems are not fitted to promote the rapid development of trade, manufactures, and commerce. The secondary or higher education of the industrial classes should bear on their occupation in life. When working-man get a higher life,—a life of intelligence and knowledge,—then they can develop improvements in their industries by an economical application of force and a wise use of properties in materials; whereas, with a lower life,—one of only animal instinct and manipulative dexterity,—they are kept in mere subjection to the effects produced around them, without their minds being able in the slightest degree to modify or expand them. The object of the new movement for technical instruction is to teach the principles of science and art involved in the future occupation of the working classes, and to point out how these principles have already led to industrial progress.

There are two kinds of education, each of which is eminently useful for distinct classes. There is the green-crop system. That is the system employed by farmers who raise certain crops to a convenient height, and then plough them into the land to serve for the future growth of crops which are afterwards to be harvested. So our educational crops of Latin and Greek are often raised, not for their own utility, but that being ploughed into the mental soil they may decay, and by their decay nourish the future crops required for the feeding of the nation. The belief in this system of education for the productive classes survives in America more than it does in Europe. It is admirably suited to the easy and political classes who have to deal with men rather than with things. The direct or natural method of education consists in raising the desired crops by a system of tillage and manure applied to a soil prepared for each variety.

When men are placed in fields to reap the harvests, they should be taught how to apply the sickle to the standing corn, and not only how to cull the beautiful poppies which adorn it. Yet our general higher education is constructed on the type of that adopted when learning began to revive in the Middle Ages. Alcuin, who aided Charlemagne in his educational reforms, tells us that the curriculum in his own school at York was Classics, Rhetoric, Jurisprudence, Poetry, Astronomy, Natural History, Mathematics, Chronology, and the Holy Scriptures. That would form a tolerable description of an arts course in one of our modern universities. Since that period, productive industries have become the great pursuits of life, though the recognition of this fact has scarcely been made in our universities. Mere professional education is apt to give length rather than breadth to knowledge, so that there is more and more a recognized necessity of teaching general principles of science, for the sake of science, before the instruction is narrowed to its special application. It may be and is useful in technical schools to accustom students to the use of tools, but this kind of instruction is often exaggerated. Such instruction belongs more to the workshop than to the school. In England we call working men "hands," and speak of having so many "hands" in our factories. If we classed them by "heads," it would be much wiser. It is this limitation of men to handicraft skill, with their ten fingers dissociated from the head and the heart, that has made poets and moralists rail against mechanical industry. And yet machinery, when rightly understood and applied, in the great means of intellectual elevation; for its very purpose is to substitute the thought of the brain for the toil of the hand and the sweat of the brow. How exultant the old Greek poet is, when natural forces are made substitutes for human labor! "Woman!" he exclaims, "you who have hitherto had to grind corn, let your arms rest for the future! It is no longer for you that the birds announce by their songs the dawn of the morning. Ceres has ordered the water nymphs to move the mill-stones and perform your labor!" The substitution of a mechanical for a brute force ought to be followed by an elevation of humanity. For the advance of mankind, general intelligence and fresh observation are more required than a narrow technical training. This experience ought to be borne in mind by those who organize schools for the industrial classes; for the mistake is frequently made of attempting to teach technical processes instead of training them in technology.

If we look at the present state of different countries, it will be obvious that those countries which neglect the higher education of their people have little chance with those which cultivate it. Spain and Ireland may be taken as representatives of the first class; Switzerland, Holland, and Scotland, of the second class. Spain at one time stood foremost among industrial nations, for the Jews introduced to it their habits of industry, while the Moors added their knowledge of science and art. But Spain expelled the Jews, and ultimately the Moriscos; and with them departed the accumulated industrial experience as well as the science of centuries. Education was only tolerated so far as it was compatible with ecclesiastical fears; for when the Duke of St. Simon was the French Ambassador in Spain, he declared it to be a national canon, that science was a crime and ignorance a virtue. After his time science was more tolerated, and the country resumed some prosperity. But in the present century ecclesiastical dominion has again become paramount, and Spain has slid back into obscurity. Formerly, her ship building was the admiration of the world, her metal urgic arts were the most advanced, and her textile industries were unequalled. But with the decay of science her industries decayed; and now we have a country washed by two great oceans, with noble harbors, a rich soil, and luxuriant vegetation, with coal, iron, lead, copper, quicksilver, and sulphur in profusion, yet among the most backward of nations, because science withers among an uneducated people,—and without science nations cannot thrive.

The imperial purse has been open for the education of the people, while the superintendence of the schools has been intrusted to home rule. Unfortunately, elementary education alone has been permitted by the priests. Cardinal Cullen, in his evidence before the House of Commons, argued against giving more education to a ploughman than would enable him to follow the plough, or to a blacksmith than would fit him to hammer iron lest they should get discontented with their lot. And so Irish schools proceed no further than to enable men to read the religious papers which abound in Ireland. Had England insisted upon a good secondary education for the Irish people, their many admirable qualities and natural love for learning would have fostered industry and increased contentment among the population. Agriculture would then cease to be the only occupation kept before the eyes of the people of Ireland; while new thoughts, new ambitions, and new occupations would raise the population of Ireland as certainly if not so rapidly, as similar causes have raised Scotland within the last century.

Scotland is a poor country, restricted in area, barren in soil, swept by the bleak north-east wind, and possessing in only one small corner the elements of mineral wealth. But John Knox insisted that her primary and university education should be general, and at the same time that a certain portion of it should be directed "to those studies which the people intend chiefly to pursue for the profit of the commonwealth." Under this system all boys "of pregnant parts" were diligently sought out in every parish, and sent to the university at the cost of the Church. Every Scotch peasant hoped like the father of Dominic Sampson, to live to see his son "wag his head in the pulpit," or enter into a more congenial profession. Under this system, to which a great stimulus has been given in the last ten years,—though now by private munificence and no longer through the Church,—Scotland is a prosperous manufacturing country, and her sons who emigrate to the United States and Canada acquired positions of trust and profit.

Switzerland is a still more marked instance of the effect of a superior education. Her primary schools are graded with good secondary schools for scientific education, and these lead to remarkable technical institutions, which dwarf the universities by the completeness of their organization. And so Switzerland has become a prosperous and happy country. Yet if any country appears by nature unfit for manufactures, it is surely Switzerland. Cut off from the rest of Europe by frowning mountains, many of them covered by eternal snow; having no sea-coast, and removed therefore from all the fruits of maritime enterprise; having no coal or other sources of mineral wealth,—Switzerland might have degenerated into a brave semi-civilized nation like Montenegro. Instead of that, she proudly competes with all Europe and America in industries for which she has to purchase from them the raw materials and even the coal—the source of power—necessary to convert them into utilities.

Holland compels every town with ten thousand in-

habitants to erect technical schools for the people. So we find this country largely productive, though 'it is chiefly formed out of the debris of the German mountains, and contains no coal except in a small field around Lemberg. Out of its dismal flats and dreary swamps it exports products of the annual value of sixty million of dollars. This is no inconsiderable achievement for a small kingdom of one tenth the area and one eighth the population of the United Kingdom. The secret of her success lies in the liberality of her conception of public education, although it is still defective in having no compulsory law.

LYON PLAYFAIR.

The State Must Educate.

John Foster wrote a volume to show the evils of popular ignorance. Adam Smith said: "The education of the poor is a matter which deeply concerns the government. Just as the magistrate ought to interfere for the purpose of preventing the leprosy from spreading among the people, he ought to interfere for the purpose of stopping the progress of the moral distempers which are inseparable from ignorance." History is full of examples to show that popular ignorance is the precursor of popular violence and bloodshed. Macaulay, referring to the language of Adam Smith just quoted, said in Parliament: "Scarcely had he given this warning to our rulers, when his prediction was fulfilled in a manner never to be forgotten." After describing the London riots of 1780, he adds: "I do not know that I could find in all history a stronger proof of the proposition, that the ignorance of the common people makes the property, the limbs, the lives of all classes insecure. The instance is striking, but it is not solitary. To the same cause are to be ascribed the riots of Nottingham, the sack of Bristol, and all the outrages of Ludd, Swing, and Rebecca."

Speaking of another neglected district, Macaulay says: "The barbarian inhabitants of this region rise in insane rebellion against the government. They fire upon the Queen's troops: the soldiers fire in return; and too many of these wretched men pay with their lives the penalty of their crime. Is it strange that they should listen to the only instruction they had? How can you, who took no pains to instruct them, blame them for giving ear to the demagogues who took pains to delude them? We punished them; we had no choice; but could any necessity be more cruel? It passes my faculties to understand how any man can gravely contend that government has nothing to do with the education of the people."

What a writer said in the "London Quarterly Review," more than thirty years ago, is still true, not only of many parts of England, but of not a few States in our own country: "There are, even now, multitudes of our fellow-subjects in a state of ignorance, perilous in every sense to themselves and to us; and other multitudes whose education is far below that which is required by the rising intelligence of the age." We see every day, in ways innumerable, how ignorance begets idleness, folly, degradation, poverty, misery, and crime. Many years ago another English writer, Dr. Hook, said what our statesmen might well ponder now: "The education of the people will repay the State, almost to any amount, in better regulated industry; in less unsparring demands on the funds for the poor; in self-maintained social order; in some check at least on the waste of health and life by intemperance, and low vice, and gaming, and robbery; and in the substitution of harmless and refining and comparatively inexpensive, for premeditated, brutalizing, and ruinous, pleasures."

To the opposers of the education of the poorer classes I cannot do better than repeat the words of the eloquent Baptist Noel, when he says: "While education is not meant to raise the working classes above their condition, it may greatly multiply the comforts which they enjoy in it. It may give them better clothes, better food, and better health. It may deck their windows with finer flowers, and adorn their dwellings with more convenient furniture. It may teach them how to gain and how to spend. It may secure to them employment, and save them from waste. It may hinder them from sinking into object poverty; or should they, by force of adverse circumstances, be brought into trouble, it may so multiply their intellectual resources, and nerve them with so firm a courage, as may enable them again to rise above it. By increasing and elevating their domestic affections, it may invest their homes with an undecaying charm; by inspiring them with a thirst for knowledge, it may provide rational and ennobling amusement for their hours of leisure."

In the present crisis in our government, when a new class of voters has been introduced into our political system on a large scale, it would be strange, indeed, if we did not feel an unusual impulse irresistibly urging us on in the work of preparing them for the exercise of this new sovereign power. If, when, by a vote of the House of Commons, half a million were added to the number of British voters, the Chancellor of the Exchequer (Mr. Lowe) exclaimed, "Then, gentlemen, let us go home and educate our future masters," what should be our anxiety in a political change much more sudden and radical? We confess we do not hesitate to adopt the emphatic language and earnest warning of the writer of the "Review" already quoted. Speak almost in trumpet tones, he says: "We avow ourselves to shrink from the faithful responsibility of arresting the course of national education under any auspices; we will deliver our souls from this awful weight; and we solemnly remind every one,—tory or whig conservative or radical, economist, or anti economist, churchman or dissenter,—that if, by any one act, by any one vote, by any rash language in public journals, by any inconsiderate petition, by any party, or class, or rank, or sectarian jealousy, the *unnecessarily* impede any government whatever in the amicable advancement of this work; if they are not prepared to make the most generous self-sacrifice of all which is not Christian,—then they are guilty of imperilling the life of the nation without due cause."

Fichte.

I. H. Von Fichte, son of the great philosopher Fichte, died last August at Stuttgart, 83 years old. He was an earnest and active advocate of Froebel's principles of education, and in a small work published in 1869, and entitled, "The proximate tasks of the National Education of our time, with reference to Frederic Froebel's System of Education," gives a clear statement of Froebel's aims.

In this work he assigns to Education as its ultimate end to lead men and human society towards their highest moral destiny. Hence national education must be based not on popular or utilitarian considerations, but purely on considerations of humanity, and only on this basis national and professional wants should be satisfied. He asks that national education should offer to every individual the needs of general culture, as well as "whatever his special powers may demand or can master." He is above all opposed to compulsion on the part of the state: "each one is to prepare himself for his proximate practical purposes as he will and can." Moral culture is the aim of all education; its highest result is the power of self-education. He says that "education cannot create anything in the pupil, cannot put anything into him from without; it can only develop into consciousness the powers that are in him, by arousing him to self-activity." Hence education finds its first aim in the development of these instincts into mutual harmony; the second, in the formation of character, in self-emancipation—self-government. "Character building," he says, "is the only ultimate aim of all education, and the sure result of a successful education."

Again, he demanded that equal educational opportunities, equal care be offered to all from the first day of existence that all education be proper education, and that its first efforts be directed to the care of the body. Hence education must begin in the family and must be kept there as long as possible, which pre-supposes conscientious fathers as well as skilled and faithful mothers. Since education can only develop the innate powers, instruction must be coupled with self-active productions on the part of the pupil; knowledge must go hand in hand with skill and doing.

He does not think that the propositions, directions, and precepts of Froebel should be implicitly obeyed; and he finds in his sayings and writings much that is "puerile, eccentric, even bizarre and without taste." Yet this does not prevent him from seeing Froebel's inner, deeper beauty; and he recognizes Froebel the "psychologist of childhood," who with the penetration of a true genius unraveled the mysteries of child-growth, and who, fully believing that the "original springs of human nature could contain nothing false or misleading"—aims simply at the gradual, continuous, all sided development of the original powers and tendencies.

We still lack several numbers of Nov. 29th., and will thank our readers who have it and who do not wish to bind, to mail them to us—will be happy to pay ten cents for each.

A Syrian Schoolmaster.

I had some difficulty in the absence of any interpreter, in making myself understood. The priest, who was very valuable, and absorbed with a desire for imparting information, triumphantly announced that there was a Syrian school master in the village who could speak English, or, at all events, had been educated in a missionary school; and he shortly returned with a very ill favored and unhealthy youth, who on the strength of his advanced state of civilization, seized me by the hand and loudly exclaimed, "Good morning!" though the sun was just then setting. Then pulling out an English and Arabic pocket-dictionary, and studying it for some time, he said, in a peremptory tone, "Can you eat a hen?" I had already, before his arrival, expressed my willingness to attempt this feat; but he was too proud of the tremendous effect his learning had produced on the bystanders to hide his talent under a bushel, and kept on repeating the question from time to time. It was his supreme effort. He said a good deal more, it is true, apparently under the impression that it was English, as he repeatedly referred to the book; but the sounds which he produced were inarticulate and vague; and he afterwards became so troublesome by insisting that I should communicate with him by means of his dictionary, which he had great difficulty in reading, that I requested him to return to his pupils, if he had any. So far from his taking the hint, he established himself in my room for the evening; and after I had politely pointed out the word "kick" as a hint that there were several ways of leaving a room, he resolutely declined to move until I showed him the point of my boot, and indicated, as good-naturedly as I could, by signs, the method of its application, when he went out in high dudgeon, and I heard him abusing me all down the street. I have since learned generally to detect at a glance Syrians who have received the advantages of a smattering of education, by the extraordinary insolence which distinguishes them, and a presumption and familiarity which are not at all justified by the very limited extent of their accomplishments. Other visitors I had who were by no means so offensive; and they sat and gossiped as I dined on "hen," and took me out and showed me the ruins of a Roman temple, in the center of the village, manifesting a good deal of intelligent interest in their inquiries as to what its original use might have been.—*Blackwood's Magazine.*

Shall Education Educate?

How to make the most of oneself,—is not this the purpose and problem of education? It has been strongly said that "definition is argument." The root-definition of education is to "lead out." And shall the faculties of a child be led out and trained unless they are discovered and known? It is the importance of this early step that gives great value to the proposition of the Boston School Committee to make their proposed industrial school assist in the "discovery of natural aptitudes."

It is a happy phrase. Nobody can calculate the loss of inventive and industrial forces that comes to the world by putting "square pegs in round holes," as Lincoln expressed it. Boys seldom choose their trades or professions,—they drift or are pushed into them; and consequently the world is full of mis-adjustments. Men are bungling away at carpentering who never will learn to make a joint; machinists are spoiling good raw material and ministers are wasting paper, who might have reserved their forces had their positions been changed; farmers fail and statesmen boggle because they are in each other's places.

A practical training school, like that suggested, would substitute choice for chance in the allotments of life, and enable young men, as Carlyle says, to find out what their combined inward and outward capacities really are. The apprenticeship system, at its best, involved a great loss of time; but now that apprenticeship is practically abolished, and we are in danger of having no master workmen—only specialists—there is the greater need of some method of ascertaining the natural bent of each child who must work for a living, and giving him a chance to make the most of himself by rudimentary training and the boon of a right start in life.

It cannot justly be said that the State may discover to one boy his natural aptitude for a profession, or some intellectual pursuit, and give him all the rudimentary education required in that direction, but may not enable another boy to know himself, and teach him the rudiments of an art or a trade. The training of the hand to use a pencil or a tool—the training of the eye to know colors, lines and forms—the training of the mind to conceive and produce perfect results in practical direction—this is also legitimate public instruction. The end of education is not to teach pupils to know and to use books, but to know and make right use of themselves.—*Golden Rule.*

Timbuctoo.

Timbuctoo is an Arab town in every sense of the term, built like all those of the interior. The inhabitants are Foulah negroes, and there are no whites. There are, however, sometimes Jews from North Africa, who come to trade, but they never settle there. The town is at about an hour's distance to the north of the Niger. Its population is about fifty thousand; it is about six miles round. The town is, in fact, a mass of villages, extending over a very considerable area. The Niger, which passes to the town, flows from the west to the southeast, and is very broad; there is abundance of fish. Navigation is carried on by means of oared barges and rafts, constructed of pieces of wood bound together by cords. The blacks call the Niger the Nile, or El Bar (Arab, "the sea.") The river is subject to regular floodings, which fertilize the lands on its banks, the only ones which are cultivable; the inundation reaches the walls of the town. The country is very fertile; the crops are sorgho, millet, rice, tomato, onions, turnips; indigo grows wild. There are also many coconut trees, gum trees, and a tree which produces oil which the natives use for lighting. There are also forests of valuable timber trees. The country is governed by a Marabout, who takes the title of sultan: the present ruler is named Mohamet el Bekai. He does not reside at Timbuctoo: his capital is Ahmet Ellah, a town of one hundred thousand souls, situated thirty miles from Timbuctoo. The road connecting the two towns is covered with villages and gardens. The town of Timbuctoo is under the command of a Caid, who has very great authority, and who has under his orders a tax collector,* also very powerful. The sultan has no army, but when fighting is necessary, everybody is a soldier. They are armed with bows and arrows, only the chiefs have guns, pistols and sabres. Trade is carried on principally by barter or by means of cowries. Caravans bring cotton or linen goods, glass trinkets, mirrors, arms, swords, guns, pistols (generally of English manufacture), knives, needles, etc. Salt is a valuable import, a slave of an being given for a kilogramme or two. The caravans take back loads of the grain of the country—rice, sorgho, millet, ostrich feathers, gum, ivory, gold dust, lard, copper, etc.

Nervous Exhaustion of Teachers.

This exhaustion is peculiar to American teachers, and seems to be the natural result of the general nervousness of the American people. Not only are our teachers, peculiarly liable to nervous irritability, but the same mental constitution in the children carries them to be far more restless, and hence disorderly, in schools than are children in most European countries. Teaching is in itself not exhausting. To those who have a natural aptitude for it, it is the most delightful and healthful occupation. American teachers are worn out, not by teaching, but by governing their pupils.

In Germany, teaching is not regarded as wearing upon the nervous system. In visiting schools there, we frequently found those who had taught without interruption from early manhood to the age of forty-five or fifty, with no apparent indication of nervous exhaustion. We well remember a hale and vigorous old gentleman of sixty in one of the public schools of Berlin who had taught in the same capacity for thirty-five years. His pupils were boys from twelve to sixteen years of age; and the reason he had not been worn out was, not only that he was less nervous than American teachers, but, still more important for him, that his pupils were not nervous or irritable. We asked another such teacher, one whose service in a boys' primary school had extended from the age of twenty to about forty years, how he managed to govern his pupils so easily; to which he replied, as though it were the simplest thing in the world. "When the children come to school for the first time, we tell them the rules, and they always obey them." Now, we would not say that those children were better than American children, but rather that they were less nervous, and hence the temptation to disorder is with them far less. The German teacher has another advantage in the fact that he continues for a long time in the same grade of schools, and thus becomes so familiar with his particular routine of duties, that he requires to spend no time out of school in exhausting study, but devotes his evenings to social recreation, or to such mental culture as is most agreeable. He is not continually struggling for a higher position in the school or for some other profession. He teaches quietly, and, as it would seem to us, monotonously, year after year, until retired, at last, upon a life pension.

But while there is much less of nervousness in a German than in an American school, there is no lack of strength or industry. Everything moves on with military precision, and with a sort of rugged energy that carries all before it, and that crushes opposition, but does not scold or fret at it. In America there are a larger proportion of female teachers than in any other country, and, as women are more sensitive and more easily annoyed than men, the position of a teacher in America is to them peculiarly trying. The advice of Dr. Clarke of Boston regarding the care of woman's health is, of all places in the world, most applicable to American female teachers.

The remedy for restlessness on the part of scholars and nervous exhaustion on the part of teachers is to be sought in that general building up of the system and broadening of the character which is to result from a wise system of physical culture. The constitutional nervousness and consequent premature exhaustion of Americans as a race has been at its worst, and we are now progressing toward a healthier and stronger life.—*Holbrook's Hygiene of the Brain.*

EDUCATIONAL NOTES.

NEW YORK CITY.

G. S. No. 37.—The case of Miss Hebbard, V. P. of P. D., has attracted a great deal of attention. It has generally been considered that a Principal or Vice-Principal could not be ousted, no matter what charges were brought against them, but it appears that once in a while the Board of Education act on the recommendation of the Superintendents. The results of the examinations since 1870 have not been high in Miss Hebbard's room. In fifteen regular examinations she was marked "good" seven times, and "fair" eight times. Then Supt. Kiddle notified Miss Hebbard to appear before him for examination. Miss H. asked that it be deferred until fall. In September last, when notified again, she declined, and appealed to the Board of Education. The Teachers' Committee of the Board directed an examination of her class, which was made by Supt. Calkins. It did not yield satisfactory results. Against the conclusions Miss Hebbard protested, claiming it was not fair as the school had just opened. In December last the class was examined by Supts. Calkins and McMullin, who found the results very unsatisfactory. Miss Hebbard insisted before the committee that the class did very well; she made a complaint against the trustees, her Principal and the Superintendents. After listening, the committee came to the conclusion that Miss Hebbard was totally unfit for the position, and as they could not transfer her, she being a Vice-Principal, they recommended her removal, also that the trustees appoint her to another place—not so exacting. This was laid over under the rule; and at the last meeting she was removed.

HENRY G. HANCHETT.—This gentleman has given pianoforte recitals in New York and Boston, and some personal notes will be acceptable. His musical education has been gained exclusively in America, and that too, outside of and away from the great musical centers. His chief instructors have been Americans, and the one who has exerted the most marked influence over him, was like himself, educated wholly in this country. Up to his fifteenth year Mr. Hanchett was under the instruction of Mr. Ernst Held, of Syracuse, N. Y., a German gentleman of most exquisite taste in music, and a thorough conscientious patient and painstaking teacher. Since that time Mr. Hanchett has not received more than sixty piano lessons. He was however largely under the influence and guidance of his harmony teacher, the learned theoretical author, Mr. A. J. Goodrich.

From the twenty-first to his twenty-fifth year, Mr. Hanchett was able to do scarcely any practicing, and for nearly half of that period was required absolutely not to touch the key-board, by reason of a protracted congestion of the brain. On resuming his work at the piano, he submitted his review to the criticism of his old friend, the distinguished American pianist, Mr. Wm. H. Sherwood of Boston. To this gentleman Mr. Hanchett feels himself greatly indebted, and he expresses the highest admiration of the ability both as pianist and teacher of his friend and master.

Mr. Hanchett came before the public without the slightest preliminary heralding. He did not know even by sight a single New York critic, and but two of those on the Boston Press. He had no manager and resorted to no managerial "diplomacy"; there was no patronage of the press, not even in advertising. He simply requested his critics to give him a fair review without favor, and the re-

sult was such notices as the following, which we clip in a condensed form:

"He has a remarkable fine technique, almost faultless. His tone is finished and sympathetic, and his rendering poetic and artistic. We repeat, he is a very good pianist indeed, and may rank among the best artists we have in this city, and that is saying a great deal."—*New York Post.*

"He displayed a cultivated technique combined with refinement of style; which proved the existence in the performer of a truly natural expression."—*New York Music Trade Review.*

"He is an excellent pianist, and showed himself at his best in rendering works of the modern school."—*New York Nation.*

"He is a remarkable player and has taken at once a front rank among New York pianists."—*New York Christian Union.*

"His touch is delicate, yet firm, and his method good."—*Boston Post.*

"His playing has many striking merits."—*Boston Traveler.*

"He showed qualities which entitle him to high praise."—*Boston Transcript.*

"Too little truth has been told regarding his ability as a pianist."—*Boston Home Journal.*

"The rendering at the Bach Concert for two pianos and strings was an exceedingly good one, Mr. Hanchett's playing deserving especial praise for its artistic clearness and good phrasing."—*Boston Home Journal.*

"He has great strength, rapidity, and certainty of finger; he achieves long stretches of most difficult execution in a triumphant manner, phrases intelligibly, and has considerable light and shade."—*Dwight's Journal of Music.*

ELSEWHERE.

TYRONE, PA., Dec. 20.—I like your paper greatly. I don't know of one so entirely practical, and so stimulating and suggestive to the earnest teacher. I shall put it on the table at our county institute, with a special recommendation attached to it.

CHINA.—Dr. Leggo in his "Life and teachings of Confucius," gives a very interesting account of the state of education in China at the present time. He says education is held in the highest honor. No government provision, however, is made for the public education. The Government fosters it only by making it the road to distinction, and by supporting the various examinations. The rights and duties of the Government, and of the individual in his social relations form the chief object of Chinese books and instructions. The great end of all instructions in China is not so much to fill the head with knowledge as to make quite an ordinary citizen.

A University was opened at Peking in 1868, and the introduction, soon after, of European studies created a good deal of excitement among Conservatives, but all to no avail. The student in the University must (1) have taken a course in classics; (2) he must live in the University building, and be present from morning until evening; (3) he has to pass monthly and semi-monthly examinations; (4) after the course of three years he has to pass a final examination; (5) he receives board and lodgings free and about \$15 a month pocket money. The course of instruction embraces: (1) society manners; (2) music, (3) archery; (4) carriage driving; (5) writing; (6) reckoning (a kind of mixed mathematics). The University owes its foundation and continued support to Prince Kung.

CANADA.—The worst teaching in the Public Schools of the Province is done in the initiatory classes, where the synthetic method of teaching reading almost universally prevails. What can be more absurd than the following way of teaching a young child to read:

"I-t, it, a pronoun."

"I-a, is, a verb."

"A n, an, an article."

"O-x, ox, an animal."

This kind of teaching can be heard almost anywhere in the lowest grades of the Public Schools where reading is begun. Altogether apart from the tomfoolery of giving such meanings to the words "it," "is," "an," "ox," the principles underlying the method of teaching reading are exceedingly erroneous. The development of logical power of mind in the pupil is wholly suspended. He should be taught to analyze a word into its sounds and to find the letters representing them. This analytical power should be trained, instead of mere memory, from the day of his entrance into school and analytical power in the basis of

all thinking activity. The Minister of Education has just issued a circular recommending the abolishment of rural school districts, and he gives many forcible reasons why a change should be made in the system. The tendency of a public school system should be towards decentralization, by gradually remitting to the people, or their local representative of every power, which they may be educated to exercise with even a tolerable degree of success. We want centralization of light, but distribution of power; the intenser the central light, the greater the illumination; while the more centralized the power, in educational matters, the greater the darkness. The withdrawal of some of the powers of our Central Committee is a necessity, for the impression is daily gaining strength throughout the country that at least one member of this Committee is using his position to further the sale of certain text-books used in our schools.

PHILADELPHIA.—It is felt that no permanent improvement can be made in the public school system until a capable superintendent is first secured. The wonder is that the schools are as good as they are without one. The new year should not be allowed to grow very old before the Board of Education moves in this matter, which has been too long ignored. The directors of certain boroughs in Chester, Delaware, and other counties adjoining, or adjacent to Philadelphia, have been compelled to close up schools because of their inability to obtain good teachers to conduct them. The superintendents of these counties are frequently written to by directors offering good salaries for teachers qualified to instruct in the common school branches, and having some knowledge of algebra and geometry, but the superintendents do not send these kind of teachers out of their own counties. The fact is, that the niggardly policy pursued in nearly every part of the State in relation to the remuneration of teachers has had the effect of thinning the ranks of the profession of many of its best members. Philadelphia has not yet seriously felt this result, but she surely will unless the effect of the miserable skinning and shaving of salaries that has been going on for two or three years past shall be in some efficacious way counteracted.

The Spring Garden Institute is one of the institutions through the aid of which an earnest, studious, and persevering young man may open to himself the door of future advancement. The institute has opened a department, under the charge of Mr. Robert Grimshaw, in which competent instructors will teach mechanical handiwork. The tuition, which is practical, will embrace instruction in the use of the hammer, chisel, file, reamer, &c., on brass, wrought and cast iron, and steel. The charge for the course, including use of tools and material and admission to lectures, is only \$5, and the young man who will not be willing to sacrifice that much in order to better fit himself for a useful and independent life is the kind of one the school will be as well without. A man, who died recently, leaving a snug fortune, said that he owed all he was worth to the Franklin Institute. He was not a faultless grammarian, knew very little about *belles lettres*, and less about several of the ologies which help to benumb the brains of so many of our young men, but he earned a handsome competency by honest toil, and was president of one of the local national banks at the time of his death. In a country like this, and in a city like this, all that is necessary is for a young man to fit himself well for some pursuit and then stick to it, and if he is unsuccessful, he can comfort himself with the reflection that he is an exception in this class.

AKRON OHIO. Supt. Findley's annual report, has interesting figures, comparisons and suggestions. The present population is 18,000, school youth between 6 and 21 4,465, number of teachers 52, number of pupils registered 2,826. The cost per pupil on the number registered in the High School \$20.94; Grammar Schools 9.98; Primary Schools 6.46. The average cost including salary of Superintendent and special teachers \$12.37. Few people appreciate the importance of prompt and regular attendance at school, and as few are aware of the attention and effort necessary on the part of teachers to secure and maintain a proper standard in these particulars. The teachers constantly realize that success in this matter is attained by nothing short of eternal vigilance.

It not unfrequently happens that teachers labor in season and out of season to beget in pupils a proper interest in study and right habits of industry and application, and just when success seems almost attained all their efforts are frustrated by the unnecessary absence of the pupils on whose behalf their greatest efforts have been expended.

Capable and faithful teachers and persistent hard work on the part of the pupils must ever be our chief dependence in the education of the people. No skillfully devised course of study or system of instruction will ever enable us to dispense successfully with either of them. A thoughtful teacher has said, "Until all educators shall agree as to the precise culture power of each study, as well as the exact value of its imparted information, and shall determine to the satisfaction of all, what particular faculties each calls into activity, and just how the calling into action of these faculties educates a man, it will be impossible to establish a course of study which all shall acknowledge as absolutely the best."

The ability to construct a judicious course of study implies the following three things: 1. A comprehensive knowledge of the nature of being to be educated. 2. A right understanding of the end for which it is to be educated. 3. A correct estimate of the educative value of all knowledge. The man who presumes to say with positiveness that this or that course of instruction is best in all respects for a school or a system of schools gives ground for the suspicion at least that he knows very little of what he is talking about. He assumes to know that which all the wisdom and experience of the ages has not yet attained. The chief aim of the school should be to do for its pupils that which no other agency can do as well. It should be concerned chiefly to give its pupils the keys of knowledge and the ability and disposition to acquire and use knowledge all through their lives. All the knowledge gained at school is of little value if in the process of its acquisition there has not been begotten both the capacity and the desire for further acquisition. The experience, reading and thought of nearly 30 years spent in public school work have led me to the conclusion that more is attempted and less really accomplished in our elementary schools, than should be. The tendency for some time, has been to a ostentatious display of learning rather than solid attainment in practical knowledge and useful culture. Teachers, school officers, ambitious to occupy the front rank in educational matters, have gone on step by step until the courses of study prescribed for the elementary schools of some of our cities contain botany, zoology, physics, chemistry, physiology and what not. Inflation has ruled the hour in education as well as finance.

But what, with all the light we have at present, shall be considered a judicious course of instruction for a system of graded schools? The essentials, the bread and meat, so to speak, of a common school course of instruction and training seem to me to be included in these four: 1. Language. 2. Penmanship. 3. Arithmetic. 4. Right moral habit. To these should be added, as relishes, vocal music, drawing, and as much knowledge of geography as may be gained from an ordinary first book on the subject. Entirely too much time is ordinarily wasted in memorizing and forgetting geographical details. An intelligent comprehension of ordinary English composition and tolerable accuracy and facility in the use of language are the least that should be demanded. Schools do not generally reach what is attainable in this direction. A common school course in language should include.—1. Reading Intelligibly and intelligible reading should be considered fundamental in education. If, after attending school seven or eight years pupils of average natural abilities are found unable to read, at sight, fluently, and with fair expression, any piece of ordinary English composition, the training is at fault. 2. Spelling. The pupil should be able at the end of his common school course to write a letter or other composition without misspelling words in common use. 3. Language lessons. These should consist of systematic daily exercises, in sentence-building, letter writing, composition, etc., continued throughout the course, with a view to gaining a practical knowledge and use of the language. The time now spent in our grammar schools, in memorizing grammatical definitions, rules, notes and exceptions, and in analyzing and parsing knotty sentences could be far more profitably spent in this way. 4. Penmanship. All pupil can and should acquire the ability to write legibly and neatly. 5. Arithmetic. The first and chief aim in this branch should be to secure accuracy and rapidity in the performance of the fundamental operations of arithmetic. To this add a thorough and practical knowledge of common and decimal fractions, denominate numbers and the more common applications of percentage; and leave the more difficult parts of arithmetic to be studied in the High School, after pupils have pursued an elementary course in algebra and geometry.

If we had none but skilled and efficient teachers, it might be completed in the shorter time than is allotted to our present course; but as we are, and shall be, compelled to employ many inexperienced teachers, I hesitate to say a reduction of time would be wise, though I think it may be. I am convinced that the greater accuracy and greater thoroughness contemplated in this course would be a better outfit in life for those who go no farther, as well as a better preparation for those who pursue a higher course of study.

LETTERS.

To the Editor the New York School Journal.

Less than one year ago there fell into our hands by chance a copy of the *TEACHERS INSTITUTE*. It was not necessary for us to peruse more than one copy to be convinced that it was just what we wanted. Note was taken of the premiums offered and to our surprise found that the publishers offered Chambers's *Encyclopedia*—ten vol's—to any one who would secure thirty-three subscribers. We had longed wished for an *Encyclopedia* but felt that we must secure a more remunerative position before purchasing one. When this offer met our eyes we thought we could now earn what we had so long desired to purchase and to that end commenced securing subscribers. Now to any one having such an antipathy for book and paper canvassing as we possess, it was no easy task to commence our labors.

However to be the owner of an *Encyclopedia* had long been the zenith to which we had aspired, hence we resolved to fight against our national inclinations and win the prize.

The publishers (live men that they are) sent us specimen copies time and again, and we distributed them at our Teachers Associations and Institutes and to-day as a result I am the owner of an *Encyclopedia*.

How E. L. Kellogg & Co., can offer such premiums we do not know. It is enough for us to know that they do offer it and that we are at liberty to work for it. Is there a young man who like the writer feels he would like to own an *Encyclopedia*, but feels it a burden to approach a fellow-teacher and solicit from him his name? If so we write these few lines for his encouragement. First read the *INSTITUTE* and become thoroughly imbued with the spirit of its publishers, then send a copy to your co-workers and give them a chance to know its worth and very few will turn you away without their names.

Work for two things—one to put the paper into the hands of your co-laborers because you know it will do them good and the other to earn the *Encyclopedia*.

A word for the encouragement of the publishers. They gave us so much encouragement when at work that we felt to reciprocate.

In our canvassing we found several teachers taking the *INSTITUTE*, and on asking them how they were pleased with the paper, it seemed as though words failed them to express their delight with it.

Others again have said they thought the publishers had no charity for these who had had less advantages for their preparation for the work, and they felt like consigning the paper to the flames when they read certain cutting remarks. Yet those very ones would not do without it notwithstanding it occasionally arouses their indignation.

ENCYCLOPEDIA OWNER.

To the Editor of the New York School Journal:

Your paper is a great help, and is growing "more so" every month. Won't you give some practical examples of marking pupils for studies, making averages, conducting written examinations, etc.? I need instruction. And again, some rules for voice drill. My classes have husky, muttering, harsh tones. How can I cure them? A singing master cultivates tone. I ought to, but don't know how, and so lose time and give it up altogether. You may emphasize, etc. all right, but a bad tone spoils all. How shall I clear their voices? Don't fear being too minute.

Again, there are A, B, C, D grades, which all looks beautifully in a programme, but when there are two or three arithmetic or reading classes in each, where does your time come from for object lessons and talks and all the modern learning made easy, when half of your classes would go without recitations. You can't mass them without doing injustice to individuals. I'm "learning to learn," but the way is far from clear yet.

MISS A. J. B.

To the Editor of the New York School Journal:

In answer to the problem in the last *INSTITUTE*, I send

the following. A magic square formed with seven figures each way will foot up 175, no matter which line you take:

30	39	48	1	10	19	28
38	47	7	9	18	27	29
46	6	8	17	26	35	37
5	14	15	25	34	36	45
13	15	24	33	42	44	4
21	23	32	31	43	3	12
22	31	40	49	2	11	20

I will send you an example. From 6 take 9, from 9 take 10, from 40 take 50, and have 6 remain? Solution:

SIX IX XL
IX X L
S I X

I am a constant reader of the *INSTITUTE*. It is just what every teacher should have. I should be very glad to have one column devoted to questions and examples.

B. W.

BOOK DEPARTMENT.

MAGAZINES.

The *Atlantic* begins the new year with fresh type and larger-sized paper, and the first chapters of Mr. W. D. Howells' new work, "The Undiscovered Country," which will run through six or seven numbers. Mr. Whittier and Mr. Holmes are each represented in a poem. The criticisms on novels, holiday books and miscellaneous works occupy five articles. The Contributor's Club evolves new ideas as well as articles on timely subjects. An unsigned paper is "The Bonanza Farms of the West."

The most pleasing articles in the January *Scribner's* are found in the first pages: "The United States Life Saving Service," by J. H. Merryman, illustrated by Mr. J. Burns, and "Young Artist's Life in New York;" the latter is written in a go-sippy strain, much information on art matters winding itself in and out; the illustrations are by different members of the Salmagundi Club, and of a high order. Mr. T. W. Higginson has a paper on "A Revolutionary Congressman on Horseback." Part II. of "Extracts from the Journal of Henry J. Raymond" is edited by his son. Mr. George W. Cable's story of "The Grandissimes" has reached the seventeenth chapter; "Confidence," by Henry James, Jr., ends with the present number.

January *Lippincott's* is opened by F. M. Osborne's "Sargent's Rodeo," an entertaining article, well-illustrated. Celia Thaxter writes "From a Corner," a poem of seventeen verses. The author of "Dorothy Fox," begins a serial entitled "Adam and Eve." A short paper with pictures is "The Bull Fight." Lucy H. Hooper writes of "The Duc de Morny." Some ideas on "International Copyright," are put forth by William F. Allen.

Number 4 of *Good Company* has a list of contributors, among whom are the best of our magazine writers. Harriet Beecher Stowe writes of "Old Town Fireside Folks of the Revolution;" Rebecca Harding Davis has a story, "Tom Hardy;" Mr. George M. Towle's second paper on "Certain Men of Mark," is devoted to Gambetta; three poems from one family, are those of the Goodale sisters, and their mother, with the general title "The Fireside Christmas," and the sub-heads, "Twilight," "Lamp-light," and "Daylight."

The December number of the *International Review*, contains an account of "The Smithsonian Institute," by Henry W. Elliot; the second paper on "The Paris Salon, 1879," by Charles Gindrieux, with which two engravings of paintings are given; Wm. Everett's article "Catullus;" "Technical Education the Supplement of Free Trade and Protection," by Hon. Lyon Playfair; "Prince Bismarck and Protection," by John E. Curran, the second part of Mr. W. W. Story's paper, and one by Edwin de Leon.

The January *St. Nicholas* is as charming in pictures, as it is delightful in stories. Mrs. Burnett has a story, "The Proud Little Grain of Wheat;" Jessie Curtiss illustrates "The Dolls' Baby Show," a touching account of some children at an orphan asylum; Paul H. Hayne has a narrative poem, "The Three Copecks;" which Ivan Pranshnickoff illustrates; "The Shepherd Boy of Vespignara," tells about the painter, "Guotto;" John Lewees shows how "The Boys Own Phonograph," can be made; an operetta by John V. Sears, "The Sleeping Princess," is a feature of this number.

The *SCHOLARS COMPANION* for December has a varied list of pleasing and attractive stories and sketches. The paper is as great a favorite with teachers as with the scholars; it furthers the work of the former, by suggesting new

thoughts, and fresh ideas. The *COMPANION* is used in many schools as a supplementary reader; for reading aloud to pupils on Friday afternoons, its contents are admirably adapted; and a year's subscription makes a delightful present to a deserving scholar. Among its contents we find an account of "A Smart Parrot;" "Charles Dickens as a Boy," a short sketch of the youth of the great writer; "Lena in the Park," illustrated; "One Christmas," by Mrs. A. Elmore, a story of school life; "Looking for Christmas," a jolly poem by Marie S. Ladd; "How Pete Waucis Fiddled to the Wolves," a reminiscence of the old fisherman at Lake Saratoga by William L. Stone; "The Story of Ivanhoe," the chief events of Scott's best works; "Daniel Drew the Steamboat King," by Henry Hallock; the first chapter of Mr. Dennis' new story, "A Strange Affair;" "One Famous Isle," a pleasant description of Napoleon's prison, St. Helena; how to make "A Window Garden," by Adeline Hope; a recitation, "A Little Boy's Troubles;" "The Orphan Child," by Sarah Sterling; "Uncle Philip's Budget," which is full of interesting scraps; "Your Own Room," a talk with girls. The "Letter Box," shows an increased number of Cousin Alice's correspondents; "The Writing Club," has four bright compositions by scholars; in the "School Room," nearly three hundred boys and girls congregate to discuss different things! What causes the pain of a burn? Where is the Eddy-stone light-house? Who are some of Dickens' most famous characters? Who was the first known poet? What is the Alhambra? The Venus of Milo? etc., etc.

The *American Bookseller* comes out with its annual in holiday attire. The illustrations are admirably arranged, and make it a handsome picture book, as well as a complete catalogue of criticisms on new books.

Good Health for the month of December is filled with entertaining reading, most of which is devoted to the interests of health.

NEW MUSIC.

The December *Musical Visitor* deserves its title of holiday number. It has a prettily designed colored cover, a Christmas poem by Eben E. Rexford; a page of portraits of the great tone poets, and several articles of musical interest. The music is, "The Day when you'll forget me," by Leon Levey; "Melody," by S. G. Pratt; "It Came upon the Midnight Clear," hymn for Christmas by H. P. Dinks; "Woodland Calm" (instrumental), by Erwin Schneider.

The January *Folio* increases its pages to double its usual number, and includes a larger variety of music. "I've gwine to leave old Dixie," by C. A. White; "The little Maid milking her Cow," ballad by J. Molloy; "I'm the Monarch of the Sea," from *Pinafore*; "Sun of my Soul," hymn by W. Apmadoc; "Shepherd Boy's Farewell to his Flock;" summer idyl by Charles B. Blake; "Pas Redouble," by L. Streabog; "Les Brigands Polka," and "Chant der Nord," by Lange.

PAMPHLETS.

Greene County Thirteenth Annual Teachers' Institute.—Readings and Recitations, No. Three, New York, National Temperance Society. Price in paper, twenty-five cents. Miss Penney makes another successful collection of temperance poems and prose articles for readings and recitations, and culls from our best writers.—Our Common Schools, by Joshua Bates, A.M. Boston: New England Publishing Co.

FOR THE HOME.

One Famous Isle.

By LAVINIA L. STEELE.

There is one island in the Atlantic Ocean famous the world over. It is near the tropic of Capricorn, seven or eight hundred miles off the coast of Lower Guinea. Can you tell near what continent that is?

This island is owned by Great Britain, and it is famous because it was once the cage of a man whose despotic spirit was dreaded by every nation on earth. The island in itself is curious and sublime. Rocks on all sides rise several hundred feet above the waves that perpetually lash its shores. From its heights not a glimpse of other lands can be seen. In every direction near the summit, round the whole circumference of the island, are cannon, which point in every possible direction. The only road is hewn out of the solid rock, just wide enough for one vehicle, and so circuitous, that at certain places where the path turns sharply, bells are rung to announce the approach to any persons on the road. In only two or three places can wagons pass each other. The roadway itself being a bed

of rocks is an unpleasant one to travel, and awfully sublime, with its rocky precipices on every side, and the flashing sea, far as the eye can reach. As you laboriously climb, an occasional sentinel, in full British uniform, stoops in his endless walk to gaze after you. You feel you have done the man service in giving him a new object of interest.

At last upon the summit you gaze far and wide in every direction. The sea is only measured by the illimitable skies. The house that sheltered Napoleon during four years was small and unpretending. The room he used, the chairs he sat upon, the bed on which he died are still there, so insignificant in themselves, yet so awful when associated with him. Here he never stirred without a human eye upon him; the most insignificant action of his daily life was watched by his keepers. He walked about and out of doors, it is true, but always, a short distance off, two or three armed men kept him constantly in sight. Think of this unceasing vigilance when you stand upon this rock-bound shore. Think of the loneliness to him whose spirit of conquest had been like the eagle's for flight. Selfish and tyrannical, as he was, can you help shuddering at his doom? Can you wonder that he died of a broken heart?

Here they will show you the tomb where he was laid. Twenty years ago it was still watched over by an aged soldier who remembered him well. Even that grave, empty as it is, needs the strictest vigilance, or the very stones about it would be carried off by sight-seers.

The body of Napoleon was carried to Paris, nineteen years after his death, and laid under the dome of the Invalides. The building is a remarkable one, being the home of soldiers who are unable from wounds or old age to remain in the army. The tomb of Napoleon is one of the sights of that wonderful city. Into the chamber where he lies, the light coming from above is so arranged that it falls like sunbeams on his grave. Whatever the weather, be it sunshine or shower, out of the noisy street, here is ever golden light and silence. The wonderful affection of his own race still hovers over his resting place. Lamartine says, "Obliged to accept his tyranny and his crimes, France also accepts his glory with a serious gratitude."

I have left you to discover for yourselves the reasons why Napoleon was caged in St. Helena; why the British spent £400,000 pounds upon the island for his sake; why all the nations of the earth united in one burning desire to hold and prostrate him. Read his life attentively and find in it, if you can, what there was in him to admire and to love.—*Scholar's Companion*.

A Window Garden.

By ADELINE HOPE.

Why cannot every scholar have a window garden through the winter? A pot of mignonette, a geranium, and a few other plants, if well taken care of will keep green all through the long, cold days, and if your care be rewarded by a few blossoms, how pleasant it will be to think it is your very own, the result of your work.

A sunny window is necessary, one with a southern exposure is the best, an eastern the next, then a western, and if you cannot get any of these, then a northern is better than not having any at all. If the window sill is wide the pots might be set on that, laying down a paper first; or a shelf could be put up easily, or a small table may be used. But have your little garden as near the window as possible so that all the sunshine will fall on it. On frosty nights a newspaper should protect the plants from the cold panes of glass, and on bright warm days the upper sash should be lowered to let the fresh air blow over them, but not directly on them.

The plants must be kept clean; the leaves are perforated with hundreds of minute pores, which are the breathing vessels; if these pores are stopped up with dust, the plant will not grow or bloom. So watch the leaves that the dust does not collect on them; sprinkle often and wash both the sides with a small, soft sponge. Water once a day, using luke-warm water; but if the earth becomes dry before the next day, put on more water. If the earth is good and the plant healthy, the water will drain through the earth into the saucer, which must be kept clean.

Do not keep too many plants at first, but give all of your attention to a few. Select good, healthy plants to start out with; those that have been blooming all summer will not flower during the winter; now, young plants are the best. Have some geraniums, there is a large variety to choose from; a pot of sweet alyssum, mignonette, or candy-tuft, can be started from seed; wandering Jew will grow in anything, shell, box, pot, or bottle of water; pansies do not want a great deal of sun; a bulb of oxalis makes a pretty plant; if possible have some hyacinths, which will delight you with their fragrant flowers; grow one climbing plant, at least, smilax, thumbergia, madeira vine or ivy. The choice of the plants, however, must be made according to the means of the young gardener; so I will not speak about that, but leave it to each one to do the best he can towards procuring plants for a window-garden.—*Scholar's Companion*.

Friends of Education.

No man deserves this grand title who does not do something to advance the progress of education; to diffuse educational thought; to increase the teacher's influence, skill and remuneration.

Every man who really believes in education will subscribe for an educational journal, for it aims at all these things and far more. And that president, professor, superintendent, principal or teacher who does not feel enough interest in the progress of education to subscribe for one should "step down and out," and let some "live man," some real "friend of education," take the position.

Such men have no more horizon than one at the bottom of a deep well; they can "run" their school, class or department but that is all. Their creed is as narrow as that of the Mohawk Dutchman who prayed:—"The Lord bless me and my wife, my son John and his wife, us four and no more. Amen."

They are in it, but not of it; they don't care about education, it is the money they are after. Can not they afford a cent or two a week to accomplish educational purposes beyond their reach, even if they are so wise that they can acquire no more knowledge? We declare emphatically that they, of all others, CANNOT AFFORD TO BE WITHOUT AN EDUCATIONAL JOURNAL. To give life to others, the teacher must first live himself.

Any teacher can now afford to take a weekly educational paper. The NEW YORK SCHOOL JOURNAL will be furnished at the following club rates. From one to four copies, \$2.00 each; from five to nine copies, \$1.50 each; from ten to nineteen copies, \$1.25; and over twenty copies, \$1.00 each, post-paid. Twenty teachers can take it three months \$6.00, or ten cents a month. The question is not, Can they afford it? but Can they afford not to take it? Specimens free. Send for a specimen of the SCHOLARS' COMPANION, an eight page monthly paper for scholars, 50 cents a year. It will help to educate your pupils; it will interest them in education. Every teacher is paid for helping circulate it. For ten subscribers to the COMPANION the JOURNAL is sent free. Address

We send out sample copies to increase our circulation; Not to furnish free educational reading. We try and find out who are the "live" teachers, and present those with a sample of a paper that they cannot afford to be without it, even if it cost five dollars instead of one. If they are really live teachers they will realize the value of the paper. Educators must have educational ideas and tools. We expect to hear from every one who gets a sample copy. If you are too dead to take it, hand it to some one who is alive." If you are too poor send five COMPANION subscribers and you will get it free! Now then.

EDISON'S MARVELOUS DISCOVERY.—Edison, by a succession of brilliant successes, has at last perfected an electric lamp, which promises to revolutionize the present methods of lighting our streets and homes. According to a minute and lengthy description given in the *Herald*, the electric light is produced, incredible as it may appear, by passing an electric current through a little piece of paper. By an ingenious yet simple process, the paper is heated until all its elements are removed, except its carbon filaments. The latter (which are found to be "more infusible than platinum and more durable than granite") are placed, unbroken in a glass globe connected with the wires leading to the electricity producing machine, and the air exhausted from the globe. Then the apparatus is ready to give out a light that produces no deleterious gases, no smoke, no offensive odors—a light without flame, without danger, requiring no matches to ignite, giving out but little heat, vitiat-ing no air, and free from all flickering.

The Summer Drought.

is the dread of all good butter makers unless they have found out that by using Wells, Richardson & Co's Perfected Butter Color, the golden color of June can be kept up. It is recommended by dairy experts everywhere, as the best color known.

Guilty Of Wrong.

Some people have a fashion of confusing excellent remedies with the large mass of "patent medicines," and in this they are guilty of a wrong. There are some advertised remedies fully worth all that is asked for them, and one at least we know of—HOP BITTERS. The writer has had occasion to use the bitters in just such a climate as we have most of the year in Bay City, and has always found them to be first class and reliable, doing all that is claimed for them.—*Tribune*.

The tonic effect of Kidney-Wort is produced by its cleansing and purifying action on the blood. Where there is a gravelly deposit in the urine, or milky,ropy urine from disordered Kidneys, it cures without fail. Constipation and Piles readily yield to its cathartic and healing power.

New York School Journal,

A Weekly Journal of Education.

AMOS M. KELLOGG, - - - - EDITOR.

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No. 17 Warren Street, N. Y.

The publishers solicit educational news from all quarters; they will be happy to receive annual reports, catalogues, etc., from superintendents and principals; also to learn the times and places of holding Associations, Institutes, and Conventions. These departments of educational work, being of great importance, will receive our constant attention.

Our Tenth Year.

The many friends of the JOURNAL have sent in hearty "Happy New Years" with assurance of wishes for prosperity and extended usefulness. The JOURNAL welcomes such expressions; it has labored with zeal in the cause of education, not because of the loaves and fishes, but because of a genuine love for the practical work of teaching. The JOURNAL was the first educational paper ever published each week. It now enters on its tenth year, sanguine that it is able to contribute more than ever to the progress of the cause. Few can understand the difficulties which have been in the way of the pioneer weekly. Educational journalism had always been in low repute. The first periodicals were published by a few spirited teachers and it was asserted with truth that the teachers never read them. That day has passed, at least partially away; there is an increasing disposition to obtain light and knowledge on this greatest of subjects.

The JOURNAL will endeavor to present the living topics of education to its readers. It will recognize the fact that the laws of Progress are in force; that what has been discovered is but a key to some other discovery. It will especially endeavor to aid those who seek to live for the children. It believes that the day is near at hand when the Art of Human Culture will rank above all other arts, when the Teacher will be recognized.

It will proclaim with great plainness that the steps to higher positions must be cut by the teachers themselves; and hence it will urge them to look upon the certificate that they can spell and read and write and have other elementary knowledge as being but a small part of the claim they have to preside in the school-room; that a possession of a knowledge of the history, principles, and art of Teaching can only be obtained by the most diligent and protracted and extensive study; that the public will value education if they see the teachers value it.

The reign of Common Sense in the school-room is at hand and the dismissal of pedagogical traditions will follow. The JOURNAL will labor with earnestness to hasten the day when science, precision, careful observation, experience and skill shall give the teacher his title and to banish the practice of allowing every unfortunate, unemployed or persons in a transition state to use the school-room as a place to recruit their finances.

The JOURNAL dedicates itself anew as it enters on its second decade, anew to the good of Young Humanity and solicits the co-operation of all who wish well to the Children, as both the seed and fruit of the Ages.

Books for Teachers.

A WHOLE LIBRARY FOR \$2.00.

The teacher must study about his profession; it is not a matter of choice, it is a matter of necessity. To aid this, we have selected a list of the most valuable books published each one has a practical bearing on some phase of school-room work.

1. *Page's Theory and Practice of Teaching.* \$1.50.

This noted book is without a peer. The principles of

teaching are illustrated and the practice invested with a charm that no other writer has equaled. We offer this to any subscriber who will send us one new JOURNAL subscriber, or two Institute subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

2. *How to Teach.* \$1.50.

This volume is a manual of methods for the use of teachers by Supts. Kiddle, Harrison and Calkins, of New York City. It is essentially the system which is employed in the schools of New York City. It lays down the methods for teaching phonetics, reading, spelling, arithmetic, object lessons, drawing, writing, and school management, use of the numeral frame, geography, vocal music, etc. It shows how each study in each class should be taught, beginning with the lowest. It is a volume of the highest value and indispensable to the practical teacher. We offer it to any subscriber for one new JOURNAL subscriber, or two Institute subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

3. *Johannot's Principles and Practice of Teaching.* \$1.50.

This is a new work and by a very able writer. It takes up the Mental Powers, the Objective Methods, Object-Teaching, relative value of the different branches, the Kindergarten, Physical Culture, Esthetic Culture, Moral Culture, Course of Study, Country Schools, etc. We believe it will prove to be a volume of immense value to the progressive teacher. We offer it for one new subscriber to JOURNAL, or two to the Institute, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

4. *Manuals for Teachers.* Each 50 cents.

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Each of these have suggestions of priceless value to the teacher. They cover a large ground and will prove very helpful. Each is offered as a premium for one new subscriber to the Institute or JOURNAL, or two subscribers to the Companion, with ten cents for postage, etc. Thus they cost you but ten cents each!

5. *Westlake's Common School Literature.* 50c.

This volume of 156 pages contains several hundred extracts, both English and American, for instruction and literary culture. It covers the entire field, and is worthy to be in the hands of every teacher. The great attention that is being paid to the English language demands that the teacher should be posted on the works of our great authors. We offer this volume for one new subscriber to the JOURNAL or Institute and ten cents for postage, etc. Thus you get it for ten cents!

6. *Craig's Question Book.* \$1.50.

For description see our advertising pages. We offer it for two subscribers to the Institute, one to the JOURNAL and twenty-five cents for postage, etc. Thus you get it or twenty-five cents!

7. *Westlake's How to Write Letters.* 80c.

This is one of the finest volumes on this subject ever published. There is no point left untouched. How letters, cards, notes, etc., should be written; the proper use of titles, punctuation marks, all are told in this neat and beautifully gotten up volume. It is a capital thing to use in a school-room: good for teachers and pupils. Sent for one JOURNAL, one INSTITUTE, or two COMPANION subscribers and fifteen cents postage. Thus, it costs you but 15 cents.

8. *Normal Question Book.* \$1.50.

This volume contains over 400 pages. The answers are quoted from standard text books. There are 3,000 questions and answers; there is an appendix on map-drawing. It has been prepared expressly for teachers reviewing for examination, but is adapted for use in the school-room. We believe it to be an excellent book for the practical teacher. We offer it for one new subscriber to JOURNAL two to the INSTITUTE, four to the COMPANION, and twenty five cents for postage. Thus it really costs you in cash but twenty-five cents.

9. *The Pocket Dictionary.* 50c.

This elegant volume defines 30,000 words, has 250 illustrations; has a collection of words and phrases from the Greek, Latin, and French languages, a list of abbreviations in use in the arts, sciences and general literature. Thousands have been sold for 63 cents. We offer two for one new JOURNAL, or one INSTITUTE subscriber, or one for one COMPANION subscriber. Postage, six cents on each volume. Thus, a copy of this valuable little book costs you six cents.

10. *Moore's Universal Assistant.* \$2.50.

Read the advertisement of this useful work. We send it for one JOURNAL, three INSTITUTE, and five COMPANION subscribers, and twenty cents for postage.

This library of books will cost you in cash but \$2.06 and a little useful educational labor. Can you not afford to lay in these precious books at that rate?

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We hope our friends will give us their aid in keeping what we have and in increasing our list. This they can do by mentioning this JOURNAL when they purchase articles named in it.

The circulation of the JOURNAL is now so large and so general throughout the country that it is an excellent advertising medium.

We quote from a letter received from a gentleman who has advertised a year: "I shall continue to advertise with you; your paper is an excellent advertising medium."

A publishing house which has patronized the JOURNAL for several years, says:—"We find the JOURNAL a good paper to advertise in. We have not missed an issue since we began. It is a live paper beside."

No more Hard Times.

If you will stop spending so much on fine clothes, rich food and style, buy good, healthy food, cheaper and better clothing; get more real and substantial things of life every way, and especially stop the foolish habit of employing expensive, quack doctors or using so much of the vile humbug that does you only harm, but put your trust in that simple, pure remedy, Hop Bitters, that cures always at a trifling cost, and you will see good times and have good health.—*Chronicle.*

In Hot Weather.

An immense number of persons suffer from disordered Kidneys or deranged Liver. Kidney-Wort is the great hot water medicine. It is prepared without the use of liquors, and therefore it does not heat the system, but aids each organ to keep up a healthy and vigorous action.

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Price, 50 Cents.

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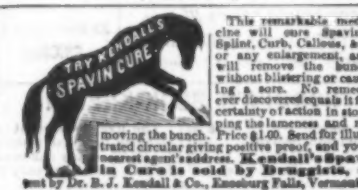


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